GEOG 5600/PECO 5501: Empire and Colonialism
Department of Geography and Environmental Studies
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DRAFT Aug 2026, final version provided in class

Fall Term 2026
Thursdays 11:35am to 2:25pm

Instructor: Dr. Emilie Cameron
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Office hours: by appointment

This course is divided into two parts. We begin with a survey of key theoretical approaches to, and analyses of, imperialism and colonialism both within and beyond the discipline of geography. We consider how colonial and imperial formations have been understood within postcolonial, Marxist, Black, feminist, settler colonial, and Indigenous conceptual frameworks, and how these bodies of thought relate to the geographic contexts within which they arose. Next, we consider a range of anti-imperial, resurgent, and decolonizing writings and visions from a range of historical-geographical locations, as well as emerging scholarship that both questions the limits of past approaches to the study of empire and aims to conceptualize imperial, colonial, and decolonizing processes in new ways.

The purpose of this course is:

- To situate major approaches to empire and colonialism within the discipline of geography and in relation to key source texts across the social sciences and humanities;
- To become familiar with critiques and analyses of colonial and imperial domination emerging from Indigenous, Black, Marxist, feminist, settler colonial, and postcolonial frameworks;
- To engage with anti-imperial, resurgent, liberatory, and decolonizing writings and visions from a range of historical-geographical locations;
- To support the development of your own research projects, as well as your writing, reading, critical thinking, and presentation skills.

Readings: Students are **required to bring hard copies** of the readings to class. Readings are available for download from ARES (estimated printing cost via Carleton Library/ CU on the Go App= $50-60).

Content Note:
This course engages with a range of texts containing content that may be triggering or upsetting for some students, including discussions of colonial and imperial violence, police and state violence, sexual violence, and other forms of oppression and discrimination. Students are encouraged to build in extra time for the readings to make space for any reactions that might arise. Please speak with me if you have questions about specific weeks or readings, or if you would like a more detailed content description in advance of any materials.

I. Approaches to Empire

Sept 10– Introductions

Sept 17 – Power/Knowledge and Postcolonialism

Required:

- Said, E. 1978. "Introduction" in *Orientalism*, New York: Vintage, pp 1-9.
- Foucault, M. 2003 [1976] Chapter 11, *Society Must Be Defended: Lectures at the College de France 1975-1976*, New York: Picador, pp 239-264
- Harris, C. 2004. How Did Colonialism Dispossess? Comments from an Edge of Empire. *Annals of the Association of American Geographers,* 94**,** 165-182.
- Omar, A. 2026. Gaza and the Problem of Moral Stupidity. *Equator magazine*, July 15, 2026, https://www.equator.org/articles/moral-stupidity-gaza-palestine-abdaljawad-omar [login may be required by web version, PDF available on Brightspace]

Supplementary:

- Katz, C., & Smith, N. 2003. An Interview with Edward Said. *Environment and Planning D: Society and Space*, *21*(6), 635-651
- Byrd, J. 2011. *The Transit of Empire: Indigenous Critiques of Colonialism*. Minneapolis: University of Minnesota Press.
- Chakrabarty, D. 2000. *Provincializing Europe: Postcolonial Thought and Historical Difference*. Princeton : Princeton University Press.
- Clayton, D. 2003. Critical Imperial and Colonial Geographies. In *The Handbook of Cultural Geography,* eds. K. Anderson, M. Domosh, N. Thrift & S. Pile, 354-368
- Driver, F. 2001. *Geography Militant: Cultures of Exploration and Empire*. Oxford: Blackwell.
- Foucault, M. 1970. *The Order of Things: An Archeology of the Human Sciences*. London: Tavistock.
- Foucault, M. 1978. *The History of Sexuality, Volume 1: An Introduction*. New York: Random House.
- Gregory, D. 1994. *Geographical Imaginations*. Oxford: Blackwell.
- Hunt, S. and de Leeuw, S. 2018. Unsettling decolonizing geographies, *Geography Compass*, 12 (1): 1-14.
- Maracle, L. 1992. "The 'Post-Colonial' Imagination," in *FUSE* Magazine 16:1 (Fall 1992), 12-14.
- Smith, N. 1994. Geography, Empire, and Social Theory, *Progress in Human Geography,* 18**,** 491-500
- Stoler, A. L. 1995. *Race and the Education of Desire: Foucault's "History of Sexuality" and the Colonial Order of Things*. Durham: Duke University Press

Sept 24 – Colonialism and Primitive Accumulation

Required:

- Marx, K. 1976. *Capital Volume 1*, Chapters 26, 27, 32, 33.
- Coulthard, G. 2014. Introduction and Chapter 2, *Red Skin White Masks: Rejecting the Colonial Politics of Recognition* (Minneapolis: University of Minnesota Press), pp 1-25 + 51-78.

Supplementary:

- Glassman, J. 2006. Primitive accumulation, accumulation by dispossession, accumulation by 'extra-economic' means, *Progress in Human Geography*, 30 (5): 608-625.
- Hall, S. 1986. Gramsci's Relevance for the Study of Race and Ethnicity, *Journal of Communication Inquiry* 10 (5): 5-27.

- Kvangraven, I.H. 2022. Beyond Eurocentrism. *New Frame* 18 May 2022, https://www.newframe.com/long-read-beyond-eurocentrism/
- Issar, S. 2021. Theorising 'racial/colonial primitive accumulation': settler colonialism, slavery and racial capitalism. *Race & Class*, *63*(1), 23–50.
- Wainwright, J. 2008. Introduction: Capitalism Qua Development in, *Decolonizing Development: Colonial Power and the Maya*, Oxford: Blackwell, pp 1-38.
- Brown, N. 2014. The logic of settler accumulation in a landscape of perpetual vanishing, *Settler Colonial Studies*, 4(1): 1-26.
- Nichols, R. 2020. *Theft is Property! Dispossession and Critical Theory*. Duke UP.
- Li, T. M. 2010. Indigeneity, Capitalism, and the Management of Dispossession, *Current Anthropology*, 51(3): 385-414.
- Smith, N. 2008 [1984]. *Uneven Development: Nature, Capital, and the Production of Space*. Athens, GA: University of Georgia Press.

Oct 1: Colonialism, Imperialism, and Global Political Economy

- Cesaire, A. 2000. *Discourse on Colonialism* New York: Monthly Review Press, pp 31-46 (note page numbers!)
- Bhambra, G. K. 2020. Colonial global economy: Towards a theoretical reorientation of political economy. *Review of International Political Economy*, *28*(2), 307-322.
- Meiksins Wood, E. 2012. Chapter 7 ("Precapitalist imperialism" to end of chapter), *The Ellen Meiksins Wood Reader* (ed. L. Patriquin), pp 250-266.

Supplementary:

- Rodney, W. 1973. *How Europe Underdeveloped Africa*. London: Bogle-L'Ouverture Publications
- Girvan, N. 1976. *Corporate Imperialism: conflict and expropriation*. White Plains, NY: ME Sharp.
- Lowe, L. 2015. *The Intimacies of Four Continents*. Durham: Duke University Press.
- Amin, S. 2008. *The World We Wish to See: Revolutionary Objectives in the Twenty First Century*. NYU Press.
- Amin, S. 1974. Accumulation and development: a theoretical model. *Review of African Political Economy*, *1*(1), 9-26.
- Galeano, E. 1997. *The Open Veins of Latin America: Five Centuries of the Pillage of a Continent*. NYU Press.
- Noonan, Murray Leigh. 2022. Classical Marxist Imperialism Theory: Continuity, Change, and Relevance. In Z. Cope and I. Ness (eds), *The Oxford Handbook of Economic Imperialism*, Oxford UP, pp. 43-66.
- Smith, N. 2008 [1984]. *Uneven Development: Nature, Capital, and the Production of Space*. Athens, GA: University of Georgia Press
- Hamouchene, H. 2022. Extractivism and Resistance in North Africa. In Z. Cope and I. Ness (eds), *The Oxford Handbook of Economic Imperialism*
- Lenin, V. I. 1927. *Imperialism*. New York: Vanguard

Oct 8: Settler Colonialism

Required:

- Wolfe, P. 2006. Settler Colonialism and the Elimination of the Native, *Journal of Genocide Research* 8 (4): 387–409

- Sayegh, F. 2012 [1965]. Zionist Colonialism in Palestine (1965), *Settler Colonial Studies*, 2:1, 206-225.
- Abele, F. and Stasiulus, D. 1989. Canada as a 'White Settler Colony': What about natives and immigrants? In G. Williams and W. Clement (eds) *The New Canadian Political Economy*, McGill-Queen's Press, pp. 240-277.
- Cameron, E. 2026. Where is Settler Colonialism? *ACME: an International Journal of Critical Geographies*, *25*(3), 151-177.

Supplementary:

- Englert, S. 2020. Settlers, workers, and the logic of accumulation by dispossession. *Antipode*, 52(6), 1647-1666.
- Kelley, R. D. 2017. The rest of us: Rethinking settler and native. *American Quarterly*, *69*(2), 267-276.
- Coates, T. 2024. Notes on the Catastrophe. https://ta-nehisicoates.com/blog/notes-on-the-catastrophe/
- Agha, Z., Esson, J., Griffiths, M., & Joronen, M. 2024. Gaza: A decolonial geography. *Transactions of the Institute of British Geographers*, *49*(2), e12675
- Kauanui, J. K. 2016. "A Structure, Not an Event": Settler Colonialism and Enduring Indigeneity, *Emergent Critical Analytics for Alternative Humanities* 5 (1), https://csalateral.org/issue/5-1/forum-alt-humanities-settler-colonialism-enduring-indigeneity-kauanui/
- Barakat, R. 2018. Writing/righting Palestine studies: Settler colonialism, indigenous sovereignty and resisting the ghost(s) of history. *Settler colonial studies*, *8*(3), 349-363.
- Englert, S. P. 2022. *Settler colonialism: an introduction*. Pluto Press.
- Wolfe, P. 1998. *Settler Colonialism : The Politics and Poetics of an Ethnographic Event*. London: Bloomsbury.
- Christensen, J. and R. Hall. 2025. Welfare Colonialism and Resource Colonialism in Northern Canada. In D. Béland et al (eds), *The Oxford Handbook of Social Policy in Canada*. Oxford University Press.
- King, T.L. 2019. Preface, *The Black Shoals: Offshore Formations of Black and Native Studies*. Duke UP, ix-xv
- Snelgrove, C., J Corntassel, R. Dhamoon. 2014. Unsettling settler colonialism: The discourse and politics of settlers, and solidarity with Indigenous nations, *Decolonization: Indigeneity, Education & Society,* 3 (2): 1-32.
- Veracini, L. 2011. Introducing, *Settler Colonial Studies*, 1:1, 1-12.
- Trask, Hauanai Kay. 2000. Settlers of Color and "Immigrant" Hegemony: "Locals" in Hawai'i, *Amerasia Journal*, 26(2): 1-26.
- Simpson, A. 2014. *Mohawk Interruptus: Political Life Across the Borders of Settler States*. Durham: Duke University Press.
- Hugill, D. 2017. What is a settler colonial city? *Geography Compass* 11 (5).
- Byrd, Jodi. 2014. Follow the Typical Signs: Settler Sovereignty and its Discontents. *Settler Colonial Studies* 4(2).
- Byrd, J. 2011. *The Transit of Empire: Indigenous Critiques of Colonialism*. Minneapolis: University of Minnesota Press.
- Barker, A. J. 2014. The transit of empire: indigenous critiques of colonialism. *Settler Colonial Studies*, *5*(2), 186–189
- Carey, J & B Silverstein. 2020. Thinking with and beyond settler colonial studies: new histories after the postcolonial, *Postcolonial Studies*, 23:1, 1-20

- Morgensen, S. 2010. Settler Homonationalism: Theorizing Settler Colonialism within Queer Modernities, *GLQ: A Journal of Lesbian and Gay Studies*, 16(1-2): 105-131.
- Robinson, D. 2020. Hungry Listening: Resonant Theory for Indigenous Sound Studies. Minneapolis: University of Minnesota Press.
- Bhandar, B. and R. Ziadah. 2016. Acts and Omissions: Framing Settler Colonialism in Palestine Studies, *Jadaliyya*, 14 January 2016, https://www.jadaliyya.com/Details/32857/Acts-and-Omissions-Framing-Settler-Colonialism-in-Palestine-Studies
- Hill, M. L., & Plitnick, M. 2021. *Except for Palestine: The limits of progressive politics*. The New Press.
- Finkelstein, N. 2008. *Beyond chutzpah: On the misuse of anti-semitism and the abuse of history*. Univ of California Press.
- Pappe, I. 2022. *A history of modern Palestine*. Cambridge University Press.
- Khalidi, R. 2020. *The hundred years' war on Palestine: A history of settler colonialism and resistance, 1917–2017*. Metropolitan Books.
- Khalidi, R. 2024. Violent Settler Colonialism Caused This War. An Interview with Rashid Khalidi. *Jacobin*, 7 May 2024, https://jacobin.com/2024/05/rashid-khalidi-settler-colonialism-palestine

Oct 15: Racial Capitalism and Black Life

Required:

- Robinson, C. Racial Capitalism pp 9-28 in *Black Marxism: the Making of the Black Radical Tradition*. London: Zed Press (excerpted here: http://racialcapitalism.ucdavis.edu/wp-content/uploads/2017/09/robinson-black-marxism-selections.pdf)
- Harris, C. I. 1993. Whiteness as Property. *Harvard Law Review*, 106(8), 1707–179
- Sharpe, C. 2015. *In the Wake: On Blackness and Being*. Durham: Duke University Press, Ch 1 pp. 1-24.

Supplementary:

- Lowe, L. 2015. *The Intimacies of Four Continents*. Durham: Duke University Press.
- Hartman, S. 1996. Seduction and the Ruses of Power. *Callaloo* 19 (2): 537-560.
- Pulido, L. 2016. Flint, Environmental Racism, and Racial Capitalism, *Capitalism Nature Socialism,* 27 (3): 1-16.
- Hawthorne, C. 2019. Black matters are spatial matters: Black geographies for the twenty-first century, *Geography Compass* 13 (11).
- Kelley, Robin D. G. 2017. What Did Cedric Robinson Mean by Racial Capitalism? *The Boston Review* 12 January 2017, http://bostonreview.net/race/robin-d-g-kelley-what-did-cedric-robinson-mean-racial-capitalism
- McKittrick, K. (Ed.) 2014. *Sylvia Wynter: On being human as praxis*. Durham: Duke University Press.
- McKittrick, K. 2014. Mathematics of Black Life, *The Black Scholar*, 44(2):16-28.
- McKittrick, K. 2006. *Demonic Grounds: Black Women and the Cartographies of Struggle*. University of Minnesota Press.
- Buck-Morss, S. 2000. Hegel and Haiti, *Critical Inquiry*, 26(4): 821-865.
- Pulido, L. 2017. Geographies of race and ethnicity II: Environmental racism, racial capitalism and state-sanctioned violence, *Progress in Human Geography*
- Hall, Stuart. 1980. Race, articulation and societies structured in dominance in *Sociological theories: race and colonialism*, UNESCO, pp 305-345.

- King, T.L. 2019. *The Black Shoals: Offshore Formations of Black and Native Studies*. Duke UP
- Ferreira da Silva, D. 2022. *Unpayable Debt : Coloniality, raciality, and global capitalism from a black feminist "poethical" perspective*. MIT Press.
- Wilderson III, F.B. 2015. Blacks and the Master-Slave Relation. Interview with C. S. Soong, in *Afro-Pessimism: An Introduction*. Minneapolis: racked and dispatched, pp. 15-30. https://rackedanddispatched.noblogs.org/files/2017/01/Afro-Pessimism2.pdf
- Melamed, J. 2015. Racial capitalism, *Journal of the Critical Ethnic Studies Association*, 1 (1): 76-85.

Oct 22: Feminist Materialist Approaches to Empire and Colonialism
Required:

- Spivak, G. C. 1988. Can the Subaltern Speak? In *Marxism and the Interpretation of Culture,* eds. C. Nelson & L. Grossberg, Urbana: University of Illinois Press, pp. 271-316.
- Federici, S. 2004. Preface, Introduction, and Chapter 2 of *The Caliban and the Witch: Women, the Body and Primitive Accumulation.* Brooklyn: Autonomedia, pp. 7-19 and 61-131.

Supplementary:

- Ferreira da Silva, D. 2022. *Unpayable Debt : Coloniality, raciality, and global capitalism from a black feminist "poethical" perspective*. MIT Press.
- Mohanty, C. T. 2003. "Under Western Eyes" in *Feminism Without Borders: Decolonizing Theory, Practicing Solidarity*. Durham: Duke University Press, pp 17-42.
- Lawrence, B. and Dua, E. 2005. Decolonizing Antiracism. *Social Justice,* 32**,** 120-143
- Ahmed, S. 2004. Affective Economies. Social Text, 79 (22): 117-139.
- Gilmore, R. 2002. "Fatal couplings of power and difference: notes on racism and geography," *Professional Geographer*.
- Collard, R-C and Dempsey, J. 2018. Accumulation by difference-making: an anthropocene story, starring witches. *Gender, Place & Culture* 25:9, pages 1349-1364
- Knoblock, I. and Kuokkanen, R. 2015. Decolonizing Feminism in the North: A Conversation with Rauna Kuokkanen, *NORA—Nordic Journal of Feminist and Gender Research*, 23 (4): 275–281.
- McClintock, A. 1995. *Imperial Leather: Race, Gender and Sexuality in the Colonial Contest*. New York: Routledge.
- Collard, R-C and Dempsey, J. 2018. Accumulation by difference-making: an anthropocene story, starring witches. *Gender, Place & Culture* 25:9, pages 1349-1364.
- McKittrick, K. 2006. *Demonic grounds: Black women and the cartographies of struggle*. Minneapolis: University of Minnesota Press.
- Stoler, A. L. 2006. Haunted by Empire: Geographies of Intimacy in North American History. 1-22. Durham: Duke University Press.
- Kuokkanen, R. 2011. From Indigenous Economies to Market-Based Self-Governance: A Feminist Political Economy Analysis, *Canadian Journal of Political Science* 44(2): 275–97.
- Maracle, L. 1996. *I Am Woman: A Native Perspective on Sociology and Feminism*. Vancouver: Press Gang
- Kuokkanen, R. 2011. From Indigenous Economies to Market-Based Self-Governance: A Feminist Political Economy Analysis, *Canadian Journal of Political Science* 44(2): 275–97.

Oct 29 – NO CLASS (Reading week)

II. Against, After, Outside Imperialism/Colonialism

Nov 5 – The Fourth World

- Dene Declaration. 1975 (https://publicautonomy.org/wp-content/uploads/2018/08/indian-brotherhood-of-nwt-dene-nation-the-dene-declaration-1975.pdf)
- Coulthard, G. 2019. Introduction: A Fourth World Resurgent. In Manuel, G., & Posluns, M. *The fourth world: An Indian reality*. U of Minnesota Press, pp. ix-xxxiii
- Coulthard, G. 2025. "Palestinians and Native Peoples are Comrades": The Political Economy of Indigenous/Palestinian Solidarity. *Native American and Indigenous Studies*, *12*(1), 151-159.
- Watts, V. 2013. Indigenous Place-Thought and Agency Amongst Humans and Non Humans (First Woman and Sky Woman Go On a European World Tour!), *Decolonization: Indigeneity, Education & Society*, 2 (1): 20-34.

Optional:

- The Arusha Declaration, 1967, https://www.marxists.org/subject/africa/nyerere/1967/arusha-declaration.htm
- Manuel, G., & Posluns, M. 2019 [1974].*The fourth world: An Indian reality*. U of Minnesota Press
- Council of Yukon First Nations. 1977. *Together Today for our Children Tomorrow*. https://www.cyfn.ca/agreements/together-today-for-our-children-tomorrow/
- Alfred, T., & Corntassel, J. 2005. Being Indigenous: Resurgences against contemporary colonialism. *Government and opposition*, *40*(4), 597-614.

Nov 12 – On Violence

Required:

- Fanon, F. 2004 [1963]. On Violence. Ch 1 in *The Wretched of the Earth*. New York: Grove Press, Pp. 1-62
- Li, Darryl. 2020. *The Universal Enemy : Jihad, Empire, and the Challenge of Solidarity*. Stanford University Press. Introduction and Ch 6, pp 1-26; 170-192.

Supplementary:

- Fanon, F. 2008 [1952]. The Lived Experience of the Black Man. In *Black Skin White Masks*, New York: Grove Press, pp. 89-119
- Mbembe, A. 2003. Necropolitics, *Public Culture* 15 (1): 11-40
- Simpson, A. 2016. The State is a Man: Theresa Spence, Loretta Saunders and the Gender of Settler Sovereignty, *Theory and Event* 19 (4).
- Baucom, I. 2001. Spectres of the Atlantic. *South Atlantic Quarterly,* 100**,** 61-82
- Blackhawk, N. 2006. *Violence Over the Land: Indians and Empires in the Early American West*. Cambridge, MA: Harvard University Press.
- de Leeuw, S. 2007. Intimate Colonialisms: The Material and Experienced Places of British Columbia's Residential Schools. *Canadian Geographer,* 51**,** 339-359.
- Gregory, D. & A. Pred. 2007. Violent geographies: fear, terror, and political violence London: Routledge.
- Jackson, Z. I. 2013. Animal: New Directions in the Theorization of Race and Posthumanism, *Feminist Studies* 39 (3): 669-685.
- Puar, Jasbir. 2017. *The Right to Maim: Debility, Capacity, Disability*. Durham: Duke University Press.

- Razack, S. 2002. Gendered Racial Violence and Spatialized Justice: The Murder of Pamela George. In *Race, Space, and the Law,* ed. S. Razack, 121-156. Toronto: Between the Lines Press
- Rifkin, M. Indigenizing Agamben: Rethinking Sovereignty in Light of the 'Peculiar' Status of Native Peoples, *Cultural Critique*, 73: 88-124.
- Smith, A. 2005. *Conquest: Sexual Violence and American Indian Genocide*. Cambridge, MA: South End Press, pp. 7-33 AND "Open Letter From Indigenous Women Scholars Regarding Discussions of Andrea Smith," Indian Country Today, 7 July 2015, http://indiancountrytodaymedianetwork.com/2015/07/07/open-letter-indigenous-women-scholars-regarding-discussions-andrea-smith
- Smith, C. 2016. Facing the Dragon: Black Mothering, Sequelae, and Gendered Necropolitics in the Americas, *Transforming Anthropology*, 24(1): 31-48.
- Weheliye, A. 2014. *Habeas Viscus: Racializing Assemblages, Biopolitics, and Black Feminist Theories of the Human*. Durham, NC: Duke University Press.

Nov 19 – Refusal, Resurgence, Self-Determination

Required:

- Simpson, L. 2017. "I See Your Light": Reciprocal Recognition and Generative Refusal. Ch 10 in *As We Have Always Done: Indigenous Freedom Through Radical Resistance*. Minneapolis: University of Minnesota Press, pp 175-189.
- Stark, H. K. 2023. Introduction: Generating a Critical Resurgence Together. In *Indigenous Resurgence in an Age of Reconciliation* edited by Heidi Kiiwetinepinesiik Stark, Aimée Craft, and Hōkūlani K. Aikau. University of Toronto Press, pp 3-20.
- Snelgrove, C. 2026. Reconciliation and Its Articulations: Crisis, Counter-Hegemony, and the Struggle over Indigenous Self-Determination. *Native American and Indigenous Studies*, 13(1), 1-31
- Barichello, J and L. Charlie. 2022. "We have our footsteps everywhere": The Ross River Dena's fight to protect Dena Kēyeh/Kaska Country. *Briarpatch* 5 Jan 2022, https://briarpatchmagazine.com/articles/view/we-have-our-footsteps-everywhere

Supplementary:

- Simpson, A. 2014. *Mohawk Interruptus: Political Life Across the Borders of Settler States*. Durham: Duke University Press.
- Coulthard, G. 2014. *Red Skin White Masks: Rejecting the Colonial Politics of Recognition*. Minneapolis: University of Minnesota Press, Conclusion, pp. 151-179.
- Daigle, M. and Ramírez, M.M. 2019. Decolonial geographies. *Keywords in radical geography: Antipode at 50*, pp.78-84.
- Spivak, G. C. (1994) Responsibility. *boundary 2,* 21**,** 19-64
- Alfred, T. 2005. *Wasase: indigenous pathways of action and freedom*. Peterborough, ON: Broadview.
- Vizenor, G. 1999. *Manifest Manners: Narratives on Postindian Survivance*. Lincoln: University of Nebraska Press.
- Tuhiwai Smith, Linda. 1999. *Decolonizing Methodologies*. London: Zed Press.
- Scobie M, Finau G, Hallenbeck J. 2021. Land, land banks and land back: Accounting, social reproduction and Indigenous resurgence. *Environment and Planning A: Economy and Space*
- Coulthard, G. 2010. Place Against Empire: Understanding Indigenous Anti-Colonialism, *Affinities: A Journal of Radical Theory, Culture, and Action*, 4(2): 79-83.
- Fanon, F. 2004 [1963]. *The Wretched of the Earth*. New York: Grove Press

- Guha, R. 1994. The Prose of Counter-Insurgency, in Dirks and Eley (eds), *Culture, Power, History: A Reader in Contemporary Social Theory*, Princeton: Princeton University Press, pp 336-371
- Maracle, L. 1996. *I Am Woman: A Native Perspective on Sociology and Feminism*. Vancouver: Press Gang
- Wilson, S. 2008. *Research Is Ceremony: Indigenous Research Methods*. Halifax and Winnipeg: Fernwood.
- Alfred, T. & J. Corntassel. 2005. Being Indigenous: Resurgences against Contemporary Colonialism. *Government and Opposition,* 40**,** 597-614
- Rose, M. 2002. The seductions of resistance: power, politics, and a performative style of systems. *Environment and Planning D: Society and Space* 20: 383-400
- Lawrence, B. and Dua, E. 2005. Decolonizing Antiracism. *Social Justice,* 32**,** 120-143
- Shotwell, A. 2011. Enacting solidarity in *Knowing Otherwise*, University Park, PA: Penn State Press.
- Tuck, E. and W. Yang. 2012. Decolonization is not a metaphor, *Decolonization: Indigeneity, Education, and Society* 1 (1): 1-40.
- Davis, L (ed). 2010. *Alliances: Re/Envisioning Indigenous-non-Indigenous Relationships,* Toronto: University of Toronto Press
- Pasternak, S. 2020. Assimilation and Partition: How Settler Colonialism and Racial Capitalism Co-produce the Borders of Indigenous Economies. *South Atlantic Quarterly*, 119 (2): 301–324.
- Atleo, C. 2022. Between a Rock and a Hard Place: Canada's Carbon Economy and Indigenous Ambivalence. Ch 13 in W. K. Carroll (Ed.) *Regime of obstruction: how corporate power blocks energy democracy*. Athabasca University Press, pp 355-373.

Nov 26 – Land Back, Cash Back and Reparations

Required:

- Coates, T. 2014. The case for reparations, *The Atlantic*. https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/
- Taiwo, O. 2022. *Reconsidering Reparations*. Oxford UP, Ch 5: What's Next, Why Reparations Require Climate Justice, pp 149-190
- Yellowhead Institute, 2021. *Cash Back: A Yellowhead Institute Red Paper*, [pp 5-14 + one section of the report; skim the remainder] https://cashback.yellowheadinstitute.org/
- Ramirez, M. 2020. Take the houses back/take the land back: Black and Indigenous urban futures in Oakland, *Urban Geography*, 41:5, 682-693

Supplementary:

- The Red Nation. 2021. *The Red Deal: Indigenous Action to Save Our Earth*. Brooklyn: Common Notions.
- Yellowhead Institute. 2019. *Land Back: A Yellowhead Institute Red Paper*. https://cashback.yellowheadinstitute.org/
- Daigle M. 2019. The spectacle of reconciliation: On (the) unsettling responsibilities to Indigenous peoples in the academy. *Environment and Planning D: Society and Space*. 2019;37(4):703-721.
- Franklin, V. 2013. Reparations as development strategy, *The Journal of African American History* 98 (3).

- Stephens, R. 2017. Response to Coates in Viewpoint, "The Birthmark of Damnation: Ta-Nehisi Coates and the Black Body". https://viewpointmag.com/2017/05/17/the-birthmark-of-damnation-ta-nehisi-coates-and-the-black-body/
- McKittrick, K. 2014. Mathematics Black Life, *The Black Scholar*, 44 (2): 16-28.
- Ngosso, T. 2016. Ecological Debt Versus Financial Debt In The African Context, *The Critique*, http://www.thecritique.com/articles/ecological-debt-versus-financial-debt-in-the-african-context/

Dec 3 – Worldmaking and Dreaming Otherwise
Required:

- Simpson, L. 2025. *A Theory of Water*: *Nishnaabe Maps to the Times Ahead*. Knopf Books [selections]
- Yaffe, H. 2020. Introduction: '¡Somos Cuba! ¡Somos Continuidad!' in *We Are Cuba!: How a Revolutionary People Have Survived in a Post-Soviet World*, Yale University Press, pp 1-12.
- Gumbs, A. *Undrowned: Black Feminist Lessons From Marine Mammals*. Chico, CA: AK Press, 2020. Introduction plus one chapter of your choice.

Supplementary:

- Lorde, A. 1978. *The Uses of the Erotic: the Erotic as Power*. Berkeley, CA: Crossing.
- Murphy, M. 2017. Alterlife and decolonial chemical relations. *Cultural anthropology*, *32*(4), 494-503.
- Brown, A. M. 2017. Emergent Strategy: Shaping Change, Changing Worlds. AK Press.
- Simpson, L. 2020. *Noopiming: The Cure for White Ladies*. House of Anansi Press. (Excerpts)
- Singh, J. 2017. *Unthinking Mastery: Dehumanism and Decolonial Entanglements*. Durham: Duke University Press, Introduction pp. 1-28.
- Mignolo, W. 2002. The Geopolitics of Knowledge and the Colonial Difference, *South Atlantic Quarterly* 101 (1): 57-96.
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Dec 10 – TBD

<u>Evaluation</u>

25% Participation

- Participation is a crucial component of a graduate-level class.
- Participation includes arriving in class having read all of the assigned readings carefully and critically, offering thoughtful comments and questions to the discussion, being mindful of balanced participation across the class, and being generous and respectful with each other.
- Participation also includes reading others' materials before class (e.g., synthesis reports) and generally preparing for a fruitful discussion.

15% Reading Responses

- Responses are meant to ensure that all students come to class with a solid grounding in the readings, with questions and challenges to discuss, and also to cultivate critical reading and writing skills, particularly the development of nuanced, fair, and generous critique.
- We will spend the first 20 minutes of each class writing responses to the assigned readings. Responses will be written by hand, on paper. You are encouraged to bring in hard copies of the readings for this assignment as well as hand written notes. Students will not be permitted to use a computer or to transcribe a pre-written response.
- Reading responses should aim to provide a concise summary of the main arguments of each reading and, if time allows, to identify questions or matters for discussion in the seminar. Responses may also reflect on connections or contradictions across the readings, evaluate the merits of a reading's argument (either on its own terms or from outside of its terms), or consider the implications of the readings for your own research. But your primary task is to concisely summarize the readings and their main arguments/contributions.
- Students must submit at least six reading responses per term (on the other days, you can use the time to free write about the readings) and are not permitted to submit a response on the day they present the primer. Responses must be submitted at the end of the in-class writing period.
- Responses will be evaluated out of 3: responses that meet the basic requirements of the assignment, demonstrate engagement with and reflection on the readings, and are not overly long or short will be graded 3/3. Responses of poor quality or that appear to have been developed using generative AI will have marks deducted accordingly. If you complete all six responses, you can drop your lowest mark.
- Students might want to consult Joe Dumit's essay, "How I read" (https://dumit.net/how-i-read/) to get some ideas about how to approach graduate-level reading.

20% Seminar Synthesis Reports/Presentations

- Each week, a student will be responsible for acting as listener and recorder of our discussion and preparing a brief written report and oral presentation summarizing our collective discussion. This assignment supports skills in active listening, synthesis, analysis, and collegial academic engagement.
- Your report and presentation should: a) identify key themes, tensions, and questions that arose during seminar; b) distil the group's thinking in a clear, meaningful way; and c) encourage connections and ongoing dialogue across seminars.
- During the seminar, your primary role is to listen, observe, and record (not to lead or dominate the discussion). You should focus on listening attentively to the full discussion and taking notes about it. The goal is not to record everything that was said, but rather to identify and reflect back to the group the **intellectual arc** of the conversation. To this end, take note of: key themes and arguments, key passages in the assigned texts, points of agreement or contention, moments of confusion or breakthrough, questions that remained unresolved, connections to past discussions. To do this well, you should have thoroughly read the assigned materials, so as to recognize points of debate or discussion.
- As soon as possible after class, review and organize your notes: be sure they make sense to you, make additional observations, identify gaps, and identify themes you intend to develop in your report.
- Prepare a brief report (1-2 pages) that summarizes the main themes and arguments discussed, key perspectives or disagreements, your own reflection on the significance of the readings and discussion, and some questions for further reflection/continued inquiry. **Report should be posted on Brightspace by 3pm on the Wednesday following class (in both the Discussion portal AND the Assignment portal)**. You will briefly present your

report to your colleagues at the start of class, before the in-class writing portion of the seminar. **Presenters should not read their report** but rather convey the gist of what you have covered in your written report. The oral presentation is an exercise in concision and distilling key points, not in covering everything.

- **You are not permitted to record the seminar discussion or use generative AI in preparing this assignment.**
- You will be evaluated based on: clarity and coherence of the written summary; accuracy and nuance in representing multiple perspectives; insightfulness of your framing and reflection; relevance of follow-up questions or connections posed; professionalism in written and oral delivery, concision of oral presentation. See Brightspace for more detailed assignment guidelines and rubric.

10% Discussion Primer

- Each week a student will be responsible for providing a brief (5-10 min) oral "primer" regarding the assigned readings, and for identifying 3 discussion questions to guide our conversation.
- A primer helps set the stage for our conversation. It should include biographical information about the authors, information about the larger body of work the assigned reading is connected to, and a summary of how the readings connect to broader debates, etc. You cannot cover everything that is possible to discuss about the assigned readings/authors – choose some interesting bits that you think are relevant and will help us better understand the texts and their significance.
- **Discussion questions should emerge from the assigned readings only**, not from the contextual information you have just presented. A good discussion question opens up ideas and possibilities (rather than direct people to specific conclusions), allows for discovery, and is generative of ideas and connections. A good question can be deceptively simple ("what do you think is Said's core argument?"). It should not contain the desired answer or tell people what to think.
- Remember that you aren't expected to be the **expert** on the readings; rather, you have been tasked with reading them a bit more closely, with providing contextual information to help us understand how the readings fit within broader conversations and literatures, and with identifying productive discussion questions for our conversation that day.

30% Final Assignment: Annotated Bibliography OR Book Review

- Students have a choice for their final assignment: an annotated bibliography related to a week's theme, or a book review.
- The **annotated bibliography** option provides an opportunity to deepen your understanding of the assigned readings and extend your learning in a particular direction. It should have an introduction describing the collection of materials, explaining the scope of the additional readings, and commenting on how the additional sources expand or extend our understanding of the weeks' theme. For example, a bibliography prepared for the "Power/Knowledge" week might annotate a range of articles written by geographers that take up Foucault's and Said's work, and help us further understand the ways in which geographers have engaged empire.
- An annotation is not the same as an abstract; annotations should **situate, summarize, and critically evaluate** the text and its claims:
    - **Situating** a text means identifying who produced it, where, when, for what purpose and audience, guided by which questions or priorities;

    - **Summarizing** a text means summarizing the main argument(s) or claims developed in the text and its structure (how the argument is developed);
    - **Critically evaluating** a text means assessing its strengths and weaknesses, what unique contributions it makes, and critically engaging with the text both internally (on its own terms) and externally (from outside of its terms).
- Students are encouraged to discuss their ideas for the annotated bibliography with me in advance. I can provide ideas on additional sources and help refine your plans. Please also see Brightspace for more guidelines about the Annotated Bibliography assignment and a sample. You are welcome (and encouraged) to select readings from the "supplementary" list.
- Annotated bibliographies should cover 8-10 sources, including assigned readings. You are not permitted to use generative AI for this assignment. **The theme you would like to explore in your Annotated bibliography should be proposed no later than October 22**.
- The **book review** assignment gives you an opportunity to deeply engage with a text that interests you, connect it to broader debates and concepts we have considered in class, and sharpen your understanding of how research is designed, executed, and written up.
- Book reviews should a) summarize the main argument of the book; b) describe how the argument is developed (using what kind of evidence, anchored in what theoretical or conceptual framework, based on what methodology etc); and c) connect the book to concepts, theories, debates, and/or themes discussed in the course.
- I propose that you choose between the following two books: 1) Hanieh, A., Knox, R., & Ziadah, R. (2025). *Resisting Erasure: Capital, Imperialism and Race in Palestine*. Verso Books; and 2) Arboleda, M. (2020). *Planetary mine: Territories of extraction under late capitalism*. Verso Books.
- I am open to proposals to review a different book. Proposals must be received **by October 15.** The proposal cannot be for a book you have already read or are required to read for a different course.
- Book reviews should be 1200-1500 words. You are not permitted to use generative AI for this assignment.
- Final assignments are due **Monday, December 7**. There is a four-day penalty-free grace period (i.e., assignments can be submitted as late as Friday, December 11 without marked deducted for lateness). Please provide hard copies of your final assignment; these can be left in the drop box of the Department of Geography and Environmental Studies (Loeb B342).

COURSE POLICIES

Grades

In accordance with the Carleton University Calendar, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

Standing in a course is determined by the course Instructor subject to the approval of the Faculty Dean. This means that grades submitted by the Instructor may be subject to revision. No grades are final until they have been approved by the Dean. Standing in the course will be shown by alphabetical grades.

Academic Regulations:
University rules regarding registration, withdrawal, appealing marks, and related policies can be found on the university's website, here: https://calendar.carleton.ca/grad/gradregulations/

Classroom Etiquette and Language:
It is expected that everyone respectfully and meaningfully engages with course assignments and seminar discussion. This means approaching coursework with a curious and open mind, being prepared by doing required readings, responding thoughtfully with appropriate language and robust explanations, and thinking before you reply or engage with colleagues.

In a class, we all depend on a climate of mutual respect and engagement to make this an exciting intellectual environment. Please respect these basic guidelines.

- **Electronic devices**: I am asking us to experiment this year with a non-digital classroom. Although I recognize many of us have developed reading and note-taking habits that are reliant on laptops, tablets, and other devices, there is strong evidence that taking notes by hand deepens learning significantly. I have also noticed a marked impact on class engagement and discussion when we all have laptops open, and a decline in my own understanding of texts that I read online. As such, I am asking that all electronic devices be stowed during class and that students bring hard copes of the readings with them. Audio recording of the class is not permitted. If you have an accommodation that requires the use of electronic devices, please speak with me at the beginning of the semester to discuss how best to support your learning in the course.
- **Class discussions**: please respect your fellow students by listening attentively during discussions.
- **Class times and breaks**: Please respect class times. If you have a regular reason for being late such as childcare, transportation issues or some other regular issue, please let me know. If you have to leave class early or come late please inform me. You are welcome to stim, stretch, or leave the classroom for a break at any time.
- **Food:** you are welcome to bring food and drink to class. If you have any serious allergies, please let me know and I will alert the class.
- **Scents:** many people have chemical/scent sensitivities. Please do not wear strong scents and go as "low scent" as possible for this class.
- **Children:** if you have children and encounter problems with childcare, your children are welcome in class. Please bring something to entertain them with.

Academic Integrity: Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Students are reminded of the seriousness with which Carleton University treats academic dishonesty of any form, particularly plagiarism. The University Academic Integrity Policy (http://www2.carleton.ca/studentaffairs/academic-integrity/) defines plagiarism as "*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own.*" This includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source.

Examples of plagiarism include, but are not limited to:

- any submission or assessed content prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., CoPilot, ChatGPT);
- using ideas or direct, verbatim quotations, paraphrased material, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings without appropriate acknowledgement;
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course. ***It is your responsibility to familiarize yourself with the regulations concerning academic integrity and to ensure that your course work conforms to the principles of academic integrity.***

Statement on generative AI (i.e., ChatGPT):
Generative AI tools (such as ChatGPT, Claude, CoPilot and Grammarly) are now widely available and are being integrated into many aspects of peoples' lives. Whether or not you are personally using AI, we all need to maintain and improve our skills in critical thinking, effective communication, discernment, analysis, and ethical judgment as AI expands.

The generative AI policy for this class is designed to create a space where AI use is neither required nor rewarded. Its use is discouraged, but you are permitted **intentional, ethical, and sparing use** of AI for specific tasks (outlined below). The core expectation is that you will produce original, self-directed work and will not use AI as a substitute for your own thinking, analysis, and writing.

You are **permitted** to use AI for the following tasks: brainstorming ideas, improving grammar and sentence structure, requests for information and sources about a topic (however, beware of hallucinated information, sources, and arguments).

You are **not permitted** to use generative AI to: generate summaries of assigned readings; generate arguments; generate outline or structure of a written assignment; generate text for your written assignments; generate scripts for oral presentations; record and/or transcribe class discussion.

Any use of generative AI must be declared in a footnote (e.g., "used ChatGPT to brainstorm outline ideas" or "Used Grammarly to suggest sentence rephrasing"). Unacknowledged or excessive use of AI-generated content—especially when it substitutes for your own work—may be considered a breach of academic integrity and handled according to university policy.

As our understanding of the uses of AI and its relationship to student work and academic integrity continue to evolve, students are required to discuss their use of AI in any circumstance not described here with the course instructor to ensure it supports the learning goals for the course.

Lateness and Missed Class Policy: Attendance is mandatory in this class. Late arrival and early departure from class will impact participation grades. Students who miss class for medical reasons but are well enough to attend remotely can write ahead of class to request a Zoom link. Late assignments will be deducted 10% per day, including weekends and holidays. See below for policy re: extenuating circumstances. Students assume all risk for lost or missing materials. Please be sure to keep a back-up electronic copy of your assignments.

Extenuating Circumstances: Reasonable accommodations will be made for students with extenuating circumstances (i.e. out of your control). Any requests for deadline extensions should be made to the instructor in advance of the deadline, where possible. In case of missed deadlines due to unforeseen circumstance, a medical note (or other applicable form of documentation, including Carleton's self-declaration form) should be provided within 5 days of the missed deadline in order to negotiate new deadlines. Please do not hesitate to contact me if you require accommodation for any other reasons.

Statement on Student Mental Health: As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus): https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/

Carleton Resources:

- Mental Health and Wellbeing: https://carleton.ca/wellness/
- Health & Counselling Services: https://carleton.ca/health/
- Paul Menton Centre: https://carleton.ca/pmc/
- Academic Advising Centre (AAC): https://carleton.ca/academicadvising/
- Centre for Student Academic Support (CSAS): https://carleton.ca/csas/
- Equity & Inclusivity Communities: https://carleton.ca/equity/

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, https://www.dcottawa.on.ca/
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, http://www.crisisline.ca/
- Empower Me: 1-844-741-6389, https://students.carleton.ca/services/empower-me-counselling-services/
- Good2Talk: 1-866-925-5454, https://good2talk.ca/
- The Walk-In Counselling Clinic: https://walkincounselling.com

Academic Accessibility and Accommodations: This course is intended for all Carleton students, including those with mental, physical, or cognitive disabilities, illness, injuries, impairments, or any other condition that can affect one's equal access to education. If, at any point in the term, you find yourself not able to fully access the space, content, and experience of this course, you are encouraged to contact me by email, phone, or during office hours to discuss your specific needs. Letters are not required in order to discuss accommodation needs.

"Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline)."

Assistance for Students:

There are a variety of ways to get help if you are having difficulties with any of the course material, or managing to meet the requirements of a number of courses at once. In addition to support I can offer you as the course instructor, there are a number of support services and resources available on campus, including: The Centre for Student Academic Support (https://carleton.ca/csas/) to help you in achieving academic success in various aspects of your university program; Carleton Writing

Services (https://carleton.ca/csas/writing-services/) to help you improve your writing skills; and The MacOdrum Library (www.library.carleton.ca) which offers library, research, learning, and IT support. Free counselling is available to students through Health and Counselling Services (https://carleton.ca/health/counselling-services/). See also the mental health resources listed above.